



Behaviour Policy

Date Reviewed: January 2024

Date of Next Review: January 2025

Headteacher
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Date: 04/01/2024

Discussed at FMC with Management Committee
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Date: 04/01/2024

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APPENDIX 8 – INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN ERROR!
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Purpose of the policy:

The Behaviour Policy will discharge the school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and all vulnerable pupils as set out below and shared with all stakeholders. All pupils have SEMH needs.

To provide simple and practical procedures for staff and learners that refer to behaviours both on the school premises and outside of the school gates, as all behaviours have an impact on the school's reputation.

- Recognise behavioural norms.
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interactions.
- Build confidence to change behaviour in a positive manner.
- Allow pupils to overcome behaviour barriers and engage in learning.
- Support pupils to develop their behaviours and transition to a suitable setting.
- Teach self-discipline and not blind compliance.

We recognise that our learners come to us having frequently experienced difficulties within education. We focus on supporting pupils in a fresh start and pride ourselves in affecting long-term change for future success. We aim to prepare our pupils for a transition to mainstream or beyond and we recognise that improving individual behaviours is a key element in this.

Expected Impact:

- **Reduction in suspensions**
- **Early identification of needs and support will result in more learning time.**
- **Pupils learn socially acceptable behaviours in preparation for life in modern Britain.**
- **Pupils behave well and can be safe around their peers and staff.**

Rowhill Behaviour Curriculum

At Rowhill we understand the importance of teachers spending time to explain and reinforce positive behaviour and routines, so that pupils are clear what is expected of them inside and outside of the classroom; as well as how their behaviours can impact their next steps after school life and within the community. Reasonable adjustments, such as remote learning will be considered for pupils with additional needs and will be discussed with pupils, parents, and relevant staff.

Staff will reinforce the behaviour curriculum, which is supported by Rowhill's behaviour policy and behaviour standards, by:

- ✓ Modelling what positive relationships look like, in their interactions with all members of the school community.
- ✓ Acknowledging and praising behaviour that meets the expected standard.
- ✓ Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations.
- ✓ Being clear and consistent in the use of sanctions

Rowhill staff are problem solvers.

Staff are expected to follow this policy and create a culture of adult consistency across the school. Staff are expected to build strong relationships with all pupils, to recognise what interventions will most positively impact behaviours on an individual basis.

Our Behaviour Policy clearly outlines our expectations, with a small number of non-negotiables in place to prioritise pupil safety. Alongside this, we expect teachers to take responsibility for behaviour in their environment and to ensure that they are continually reflective in considering new strategies to support all pupils. Staff formally reflect upon their practice once every day and are encouraged to regularly share good practice with staff, pupils, and parents/carers.

Safeguarding

All pupils have a right to feel safe and enjoy their education.

Any matters of concern must be passed on to a DSL or DDSL as soon as possible.

Bullying and racist incidents are unacceptable and will always be discussed by the Senior Leadership team. The information must be shared with the DSL or DDSLs via CPOMs and where relevant, Prejudicial Language and Bullying forms will be requested for completion by the reporting member of staff. (*see appendix 1– PLAB Form*)

The Child Protection Policy, Safeguarding Policy and Keeping Children Safe in Education 2023 must be referred to in behaviour interventions with pupils to ensure that pupil safety is at the core of our practice.

Adult Consistencies

Whilst supporting teachers to feel confident in their approach, we recognise the importance of adult consistencies, and our Behaviour Blueprint is designed to ensure that the school remains a secure and safe place for pupils. This is underpinned by the Rowhill Mantra and expectation of consistent language from all adults.

Behaviour Blueprint



Visible Consistencies

First Attention to Best Conduct
Human First
Take Up Time
Quality First Teaching

Rowhill Mantra



Over & Above Recognition

Purple Cards
Phone / Text Home
Postcards

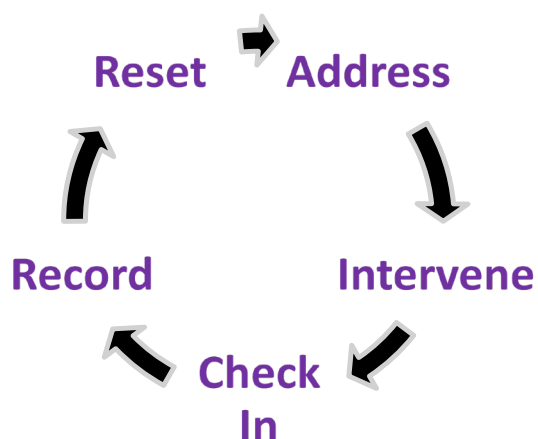
Relentless Routines

Meet & Greet

Engaging Start

Positive End & Send

Stepped Boundaries



Microscripts

"I've noticed..."

"I understand..."

"I hear what you're saying..."

"Remember when... (*positive comment*)"

"I'll give you a couple of minutes."

Responsibilities

Pupil behaviour is the responsibility of every member of staff within Rowhill. It is intertwined in every aspect of the school day and Rowhill staff are expected to take a collective approach to supporting pupils and helping them to develop their behaviours to engage and access learning, transition to destinations be that a mainstream setting or appropriate SEND provision and beyond and become proud citizens of modern Britain.

All staff:

- Positively always interact with the pupils.
- Model positive behaviours and build effective working relationships with staff and pupils.
- Know all individuals on a first name basis.
- Refer to and apply the script of the Rowhill Mantra daily in tutor time.
- Keep calm and provide the pupils with 'take up time'.
- Consider prevention before sanctions.
- Reflect upon your own practice in relation to the Rowhill Blueprint.
- Never ignore pupil behaviour, every opportunity must be taken to teach acceptable behaviour.
- Record all dangerous behaviours on CPOMs, and lower-level behaviour on Class charts.
- Inform the Site Manager and SLT of any damage as soon as possible, by writing it on CPOMs and tagging the site manager.
- Inform MLT/SLT of escalating behaviours that pose a risk to others, so that plans to prevent escalation can be made.
- To provide pupils with quality first teaching that supports all pupils with SEND needs and their learning, as per the SEN Toolkit.

Form Tutors:

- Support tutees to regularly reflect on their behaviour daily.
- Liaise with home after afternoon debrief, to inform parents of actions needed to improve behaviours.
- Monitor red cards recorded for their tutees and consider the appropriate course of action.
- Follow the tutor checklist, establishing a consistent routine, that allows pupils to start their day in the right way.
- Daily share the mantra with pupils in your tutor group to help establish consistent good practice and pupil expectations.

Teachers and LSAs:

- Meet and greet pupils at the door of their classroom and escort pupils out of period 5 to their relevant transport.
- Pay first attention to best conduct and quality first teaching.
- Follow the Rowhill Standard for each subject area to manage behaviours within lessons.
- Address behaviours where pupils are not following behaviour expectations.
- Provide pupils with take up time to make the necessary changes.
- Complete pupil's Mantra Points at the end of each lesson on Class Charts.
- Praise pupils for going over and above or showing sustained improvement.
- Use and visibly record Purple Cards during the school day.
- Call for support if the behaviour of an individual is becoming a risk to others.
- Follow up every time, retaining ownership of pupils' behaviour in their lesson.
- Ensure that a Positive End and Send is planned for and implemented in all lessons.

- Refer consistent, unchanging behaviours to the Behaviour Support Team where appropriate. (see appendix 2 – Behaviour Referral Form)

Behaviour Support Team:

- Lead on duties in-line with behaviour hotspots.
- Consider behaviour hotspots and provide appropriate intervention.
- Support staff with behaviour referrals inside 48 hours.
- Always ensure a presence around the school.
- Support pupils both in and out of lessons where applicable.
- Reintegrate pupils back into lessons.
- Track and analyse behaviour data, with appropriate interventions.
- Regularly review the impact of interventions.
- Communicate current issues to the relevant staff during the school day.
- Provide a daily written update on behaviours for all staff.

Middle Leaders:

- Encourage the use of positive communication with home.
- Ensure curriculum planning pays attention to quality first teaching to engage pupils in their learning.
- Create a standard for department that supports in class behaviour management.
- Use behaviour data to target and assess localised interventions.
- Use a variety of strategies to target these behaviours.
- Hold teachers to account for following the behaviour policy.
- Support teachers and LSAs to manage pupil behaviour.
- Support and stand alongside colleagues to guide, model and show a unified approach to pupils.

Senior Leaders:

- Be a visible presence around the site, especially at changeover time.
- Meet and greet learners where relevant throughout the day.
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations or shows considerable improvement.
- Regularly share good practice.
- Use data to target and assess the school wide behaviour policy in practice.
- Regularly review provision of learners who fall beyond the range of written policies.
- Provide regular CPD opportunities to share good practice and address key behavioural themes within school.
- Support staff to ensure consistent practice across the school.
- Hold all staff to account for following the behaviour policy.
- Create bespoke programmes and time for behaviour intervention opportunities.

Behaviour Strategies and Interventions

The following is a list of possible strategies and support that pupils could be given to help them improve their behaviour and access learning. Staff should refer to this as guidance to consider strategies to support behaviour. There is no 'one size fits all' or process that is followed as every behaviour is personalised and will be taken in their individual context.

Redirection: Gentle encouragement, a verbal 'nudge' in the right direction, potentially a small act of kindness to distract the pupil.

Reminder: A reminder of the Rowhill Mantra, privately where possible.

SEN: Staff must consider the SEN needs of a child as a potential barrier and refer to provision map for strategies to support the pupil.

Communication with home: Building relationships with parents and carers is important in helping understand the pupil's wider circumstances and helping highlight issues that could be underpinning particular behaviours.

Behaviour Referral: If a member of staff is finding a lack of change within lessons or potentially an increase in unacceptable behaviour, a referral to the Behaviour Team should be made to reach out for support.

1:1 Time Out: Pupils are not sent out of lessons unless the safety of others is put at risk, however a 1:1 time-out can be used for pupils where relevant. These should be time bound and approved by the Behaviour Manager.

1:1 Support: A member of the Behaviour Support Team or an LSA may be allocated to support a pupil or class.

1:1 Emotional Well-Being Support: Where a pupil needs some tailored emotional support, such as anger management, referrals can be made for this intervention from either internal or external parties.

Restorative Practice: If a pupil's behaviour has impacted others in school or potentially caused damage, pupils may be asked to support in fixing the errors through giving up their time. The intention is to help pupils to see the greater impact of their actions.

Middle Leader Intervention: If the behaviour of a pupil is unique to a lesson/subject, the individual should contact their line manager for support.

Restorative Approach: Staff are encouraged to take a restorative approach following incidents of poor behaviour to ensure that all parties are aware of the impact of their behaviours and to allow for concerns to be openly talked through without judgement.

Partnership Meeting: A meeting between those involved will be held to discuss barriers to behaviour and learning and consider further approaches of support or potential consequences if there is a lack of improvement.

Change in Programme: If pupils continually fail to change their behaviour, if their behaviour impacts on the learning of others or if they are posing a risk to others within school, a change of programme will be considered by SLT. Changes will be made in line with Hampshire's Reduced Hours Guidance with the appropriate change being regularly reviewed.

Pupil Dress Code

We believe uniform brings a sense of belonging for students and can also reduce peer pressure, which help children feel more settled when in school. Our aim is to also set pupils up to be successful in their next steps, such as returning to mainstream school or the wider community. We have a uniform at Rowhill and expect all pupils to adhere to these basic expectations. It is parents' responsibility to ensure your child attends school in the correct uniform and you will receive this information on induction to Rowhill.

All pupils are expected to wear:

- Non – branded white polo shirt.

- Rowhill Sweatshirt
- Black school trousers or skirt (no jeans, or leggings or joggers)
- Skirts must be knee length.
- All black school shoes/ plain black trainers with no branding
- Plain black shorts (during warmer weather)

Any other layers (such as coats, hooded tops, and hats) are expected to be removed whilst in lessons.

If pupils arrive at school in the wrong uniform, Rowhill staff will work with families to consider any barriers present and intervene accordingly. Arriving at school in the wrong uniform will result in the behaviour team calling parents to bring pupils uniform in and if parent cannot bring their uniform and there are no other reasonable grounds to be in the incorrect uniform a suspension will be incurred. As per the flowchart in Appendix 7.

Recognition and Rewards

Staff across the school are expected to pay first attention to best conduct and recognise the positive steps that pupils are taking whilst on their journey with us.

At Rowhill we believe that praising good behaviour helps to prevent unacceptable behaviour and we therefore have numerous approaches to praise pupils.

- **Mantra Points:** Teachers and LSAs are responsible for ensuring that pupils reflect on their behaviour within any lesson/sessions and that mantra points are awarded in line with the Rowhill Mantra. Mantra Points are accumulated and reviewed at the end of each week. Pupils who receive 80% of their potential points will receive a post card home. (see appendix 3 – Mantra Card)
- **Golden tickets:** At the end of every lesson pupil will get the opportunity to earn a golden ticket. A golden ticket is awarded to the pupil/pupils who have remained in their lesson for the duration of their lesson and completed all set learning tasks. Where pupils have not remained in class for the duration the teacher will decide if a golden ticket can be awarded to a pupil that has remained in their lesson for the longest duration and completed some set tasks the teacher has set. This decision will be made at the teacher's discretion. At the end of each week one tutee from each tutor group will receive a prize for their commitment to their learning following the Mantra of "following timetable and completing written work". At the end of each half term the pupil that has achieved the greatest number of golden tickets in the school will also earn the 5th place on the behaviour reward trip.
- **Golden time:** At 14:00 each day the top five pupils achieving the most amount of mantra points will receive a reward decided by the pupil and the behaviour team. Where it allows class teachers will facilitate this with the pupil and where it does not one member of the behaviour team will do so.
- **Post Cards:** Postcards will be given out across all departments weekly to recognise those pupils who are consistently following the mantra and receiving purple cards.
- **Purple Cards:** Every classroom is equipped with a 'Purple Card board' and this acts as a visible recognition for pupils who go above and beyond the basic expectations or show immense improvement. Purple Cards are also recorded on Class Charts.
- **Positive Phone Calls and Post Cards:** Teachers and LSAs find time weekly to recognise positive behaviours and communicate this with home. All staff are encouraged to do this if they saw behaviours that they would like to praise further.

- **End of Term Rewards:** At the end of each half term, mantra points, purple cards and individual progress will be closely analysed by the Behaviour Team and the top 4 achieving pupils will gain a reward afternoon, organised by the Behaviour Support Team.
- At the end of each full term, mantra points, purple cards and individual progress will be closely analysed by the Behaviour Team and the top 4 achieving pupils will gain a reward day, organised by the Behaviour Support Team.

Recording Behaviour, Consequences and Sanctions

It is important that pupils understand that there are consequences to repeated and escalating behaviours.

Staff use a stepped boundaries approach to help improve behaviours in a consistent manner. Please refer to the Blueprint for details. If there are no changes, staff are expected to record a red card on Class Charts, before returning to the start of the stepped boundaries approach and trying new ways to engage the young person and improve their behaviour.

Red cards are a way of recording behaviours. They are not to be used as threats or sanctions and are instead a form of tracking pupil behaviour over time. They should include detail as to what behaviour was displayed. Staff and pupils need to be aware that red cards can be tracked by parents/carers via Class Charts during the school day.

Teachers and LSAs will follow the stepped approach for sanctioning behaviour. They will follow the behaviour addendum to help support pupils to make the right choices.

Please see [Appendix 6 – Addendum to the Behaviour Blueprint: Modifying Behaviour through Operational Clarity](#). Before sanctions are applied, staff must use the trauma-based strategies to correct the behaviour through discussion to prevent escalation to sanctions.

Reflection Sessions

Reflection sessions are an opportunity for pupils to reflect on unacceptable behaviours and to improve their behaviours, so it also does not interrupt the learning for others.

If a full-time pupil receives 7 red cards in 1 day, and a pupil on reduced hours receives 4 red cards, the behaviour team will analyse the red cards and arrange a time for reflection to take place the following day. Tutors will liaise with parents where there is a cause for concern around their cumulative red cards. The reflection sessions will be recorded on class charts under the interventions button with actions taken so it acts as a visible consistency for pupils, parents, and staff.

Suspensions

We pride ourselves on working collectively with pupils to improve their behaviour and engage them in learning, however pupil safety is paramount, and physical violence towards another individual will lead to immediate suspension. Please see appendix 6 for further details.

Suspensions are also highly likely when a pupil displays a lack of self-control that could lead to potential vandalism and the safety of others being put at risk.

Suspension may also be used to sanction other behaviours, where prior interventions and consequences have not worked, such as all forms of bullying.

Suspensions will be approved by the Headteacher but managed by the Behaviour Manager unless Senior Leadership intervene. In the absence of the Headteacher, the Deputy Headteacher will approve the suspensions and discuss with the Headteacher afterwards. The behaviour manager and Assistant Head of behaviour are responsible for communicating suspensions to parents and must offer a conversation with the Headteacher if the parent/carer chooses. The Deputy Head can communicate suspensions that will be followed up by change of provision that is needed when a pupil is demonstrating unsafe behaviours and the AHT Vulnerable Pupils can call suspensions for pupils with SEND plus or an EHCP.

For pupils to understand the impact of their behaviour on themselves and others, suspensions will be followed by a re-integration meeting in person where possible with the pupil and parents/carers to discuss key concerns and explore strategies and targets to support the pupil (see appendix 8). We will communicate to the pupil that they are valued, and their previous behaviour won't be seen as an obstacle to future success and their return to school is an opportunity for a fresh start. As a school we use preventative strategies with the pupil and suspension is a last resort sanction or a sanction used for extremely unsafe behaviour that poses a risk to another individual.

Please see our criteria for suspension below alongside actions take to reduce/prevent suspension. The number of days for suspension is bespoke to the incident and at the Headteachers discretion.

Categories for suspension follow Hampshire County Councils School Guidance:

Persistent or general disruptive behaviour= if reflection sessions have not been adhered to by the pupil.
Damage= if the damage caused by a pupil is repairable the pupil will have the opportunity to carry out restorative justice work to repair the damage they have caused. If damage caused is beyond repair the pupil's parents/guardians will be billed and suspension will stand.
Physical assault against an adult or pupil = A deliberate or incidental assault on a member of staff or pupil will result in suspension and a report to the police to investigate the matter. It may result in charges being laid against the aggressor.
Drug and alcohol related= if pupils have vaped on site and been seen by a member of staff, they will be suspended. The vape will be disposed of. Repeat vaping suspensions will result in consideration for the vaping programme. If a pupil comes into school under the influence of an illegal drug, possesses an illegal drug, or sells or shares illegal drugs with any other child in the school, there will be a report made to the police and an immediate suspension, parents will be asked to pick up the pupil or for the child to go home on the parents chosen form of transport.
Theft= in the first instance the pupil will have the opportunity to return the item they have stolen to the relevant person. Failure to return another person's property will result in suspension and the parent/guardian being billed for the item stolen.
Verbal abuse/threatening behaviour against a pupil or staff= pupils will have the opportunity to reflect on their behaviour and calm down with a trusted adult prior to suspension. If the pupil is persistently abusive and unwilling to reflect the pupil will be suspended as verbal abuse is not tolerated. Staff and parents have the right to report persistent verbal abuse on their child, or in the case of staff on themselves, to the police as harassment.
Use or threat of use of an offensive weapon or prohibited item = behaviour team monitor all pupils with SEMH and help to regulate their emotions in attempt to prevent physical violence. If this occurs it will always result in suspension and a report to the police, so that the police can visit pupils at home to educate on the use of weapons.

As a school suspension will be issued at the headteachers discretion, following facts and evidence regarding the incident and therefore this acts a guide to actions the school will take but each case will be considered on an individual basis so suspensions issued may differ.

Pupils will also be assessed by the senior leadership team to ensure pupils are not suspended if they are medically unwell and should not be in school, this could be in cases where pupils are ill with their own mental health.

Smoking/Vaping/Drugs and Substance Misuse

Smoking and vaping are not permitted on the school premises. Both activities are illegal for children under the age of 18 and it is important that we educate our pupils on healthy habits, self-control, and appropriate forms of emotional regulation.

Parents and carers must not send their children to school with vapes or smoking paraphernalia. However, if the child does come into school with these items, the school will work on the assumption parents have given their child permission and the pupil will be expected to put this in individual lockers and retrieve it at the end of the school day.

If a pupil does hand a vape to a staff member on school site after they have had the opportunity to place it in their personal locker it will be disposed of and not returned to the pupil.

When pupils arrive at Rowhill they must be scanned at the front entrance and pockets are searched to check for vapes/smoking paraphernalia. If pupils refuse to follow this process parents/guardians will be called to come to school to encourage their child to follow the process. See Appendix 7.

We recognise as a school that vaping is an addiction for some of our pupils. We run a vaping program that is voluntary for parents to enrol their children to and is designed as a tool to help support pupils in their journey of quitting vaping. The program is designed to educate pupils on the dangers to their health and prevent repeat suspension. Pupils will be asked to join the six-week program if they are being repeatedly suspended for vaping on site as a method of reducing hours lost in learning time. Whilst enrolled on the program suspension for vaping on site will not continue but it does not give pupils a free pass to vape. If a pupil on the program is seen vaping, they will be asked to follow the normal process of handing in their vape and a follow up session must be completed with the vaping mentor. The vaping mentor will do daily check ins with pupils on the program but will also have 6 pre-sets 30-minute sessions with the pupil. These will include the following:

- 1) An introductory session focussing on root cause of vaping and pupil voice on habits.
- 2) Session two on the dangers to health.
- 3) Session three on alternatives to vapes and with permission from the parent/guardian nicotine replacement patches can be given out to the pupil. **These are only for the use of that pupil and must not be given to any other pupil. These are provided by Smoke Free Hampshire and not the school.**
- 4) A check in session and further support offered depending on pupil needs.
- 5) A session on managing habits including in the world of work.
- 6) Final check in session and a plan of ongoing support agreed with the pupil/parent.

The school's **Drugs and Substance Misuse Policy**, must be read alongside this Behaviour Policy, it affirms that:

“Rowhill School, will not normalise the abuse of drugs or the resulting behaviours.”

- Any pupil attending school under the influence of drugs will be suspended and sent home. You will be asked to pick your child up or they will be sent on the mode of transport you arrange for them to come home; we will not be able to keep them in school. If a pupil refuses to follow the suspension, the school may ask the police to assist in keeping all the other pupils safe, by removing the suspended pupil from site.
- All incidents of drug abuse will be reported to police intelligence, through the CPI form. This means that potentially police will visit pupils suspected of using drugs, or being in the possession of drugs, to investigate.
- Pupils are searched for vapes, smoking and drugs paraphernalia on entrance into school and after entrance if we suspect possession, we advise that you make sure pupils are not bringing illegal substances, cigarettes or vapes into school. If these are found on pupils after searching, items will be confiscated and thrown away, we will not hand illegal substances or vapes back to pupils.
- Any pupil partaking in risky or suspicious behaviour such as pupils arranging to go into single use toilet cubicles together will be viewed as suspicious regardless of whether any illegal substances are found, and pupils may receive a suspension at the discretion of the school.
- For the safety of all pupils and staff of Rowhill School, repeated suspensions incurred for drug abuse or pupils found with the intent to sell drugs to others, may lead to a change of provision to remote learning or a transfer to another pupil referral unit to keep pupils safe.
- As a final resort, if all strategies fail to have impact, the Headteacher will permanently exclude the pupil, in order to ensure safety for all pupils and staff.”

Leaving Site without Permission

We recognise that our pupils often have difficulty self-regulating their emotions and therefore if a pupil is known to leave through their emotional needs and they have returned safely within a short period of time and a member of staff had eyes on them during their time offsite, there will be no twilight session, however we will intervene to educate them in terms of our school policy and its rationale and identify safe spaces within the school that they could use as safer alternatives in the future.

When pupils leave our school site without permission, they are not in our care and parents and carers will be informed immediately. In most situations, school staff will be unable to follow the individual off site. We will update parents and carers when they return.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face online.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including all the protected characteristics: <ul style="list-style-type: none">• Age.• Gender reassignment.• being married or in a civil partnership.• Being pregnant or on maternity leave.• Disability.• Race including colour, nationality, ethnic or national origin.• Religion or belief.• Sex.	Taunts, gestures, graffiti, or physical abuse focused on protected characteristics
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Reporting: We encourage incidents of bullying be reported to any member of school staff. Staff are also expected to closely monitor pupil interaction for any bullying.

Pupils have access to an email service and are encouraged to use this if they find it difficult to report any concerns in person.

Rowhill Email: DSL@rowhill.hants.sch.uk

Parents are encouraged to contact their child's form tutor or a trusted member of staff to voice any concerns on behalf of their child.

School Investigation: The member of staff receiving/observing concerns must report these concerns through CPOMs. The concern will be triaged by the DSL and next steps considered. Investigating the incident will involve talking to the victim and witnesses, whilst asking staff for their context across the school. The wishes of the victim will remain instrumental in how the issue is dealt with moving forwards. Substantiated concerns regarding bullying will involve parents/carers.

Recording: Rowhill School uses CPOMs to record and analyse reported incidents. Where bullying is identified, a Bullying and Prejudice-Based Incident' form will be used (Appendix 1).

Sanctions: Where interventions from staff do not have the desired impact in changing pupil behaviour, sanctions may be used, including twilights, suspensions and change of provision planning.

Pupil Support: Pupils who have been the victim of bullying will be offered support and their voice will be integral in addressing any issues highlighted.

Proactive Approach: Anti-bullying is a regular part of our Personal Development curriculum, discussed within these lessons and PSHE. The school will host an anti-bullying week once a year and visuals will be displayed across the school to help support and direct pupils in need of help.

Child On Child Unkindness

The role of the bystander (those who witness bullying or acts of unkindness), and their reaction, is of particular importance. Standing by and observing lends support to the perpetrator whilst giggling, laughing, or otherwise appearing to enjoy the spectacle could be understood as complicity. Many perpetrators behave as they do to impress an audience. Bystanders should be encouraged to deny them that opportunity by informing a member of staff or if appropriate, offering support to the victim at the time and then ensuring that the matter is brought to the attention of staff, ideally accompanying the victim. It is hard to challenge the words and behaviours of peers and friends, but it is the aspiration of Rowhill School that its learners will feel safe, knowledgeable, and empowered to challenge bullying, hate or discrimination where appropriate. Rowhill staff members role model appropriate behaviour for pupils to follow and educate on how to sensitively challenge bullying, use of derogatory language and prejudice-based incidents.

Energy drinks

Fizzy drinks and energy drinks are not allowed in school and are clearly not supported by the governments School Food expectations. Pupils must not bring these into school, if they do, the drinks will need to be placed in their lockers until the end of the day.

Mobile Phones

We understand that mobile phones have incredible potential in supporting learning, however they can also become tools of distraction, amplify poor behaviour and limit vital social interaction.

To support pupils to engage in their learning, manage their screen time and develop their social skills, we expect all pupils to hand their phones in to their personalised lockers on entry to the school. If this does not take place a stepped approach will be used: Behaviour team intervention, take up time, contact parents to support with resolution, and if pupil refuses to hand their phone in, it will be a suspension.

If pupils brazenly use their phones, film pupils or staff/ have live video calls or use their phone to threaten or intimidate it will be an immediate suspension.

Serious Incidents

Staff are expected to create a calm and positive environment that deescalates situations, however due to the often-complex needs of our pupils, we recognise that behaviours can quickly escalate and become dangerous. In these instances, where possible, staff are to call for immediate support.

Serious incidents, such as violence amongst peers or towards staff is never tolerated. All serious incidents must be immediately reported to SLT.

In most instances of child on staff, and child on child assault, suspensions will be used as a first resort and in extreme cases, pupils may, in liaison with the Local Authority, face instant changes to their provision or permanent exclusion if the safety of others is considered at risk.

A member of SLT will lead on all serious incidents, including immediate and long-term actions liaising with parents/carers.

We will report incidents to the police where assault takes place against pupils, staff and visitors and allow police to carry out investigations and visit pupils and parents at home to educate on the consequences of assault. Rowhill will follow guidelines from Health and Safety England if any injuries occur within school. Staff must inform the Business Manager of all incidents. (see appendix 4 – Physical Intervention and Violent Incidents Form)

Dealing with Allegations Against Staff:

Rowhill follows the following guidance from Hampshire Children's Safeguarding Partnership:

<https://hipsprocedures.org.uk/lkyst/adults-who-pose-a-risk-of-harm-to-children/allegations-against-staff-or-volunteers>

Permanent Exclusion

The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Permanent exclusion will be taken as a last resort, in the interest of the pupils' future outcomes.

Physical Interventions

Where a pupil is putting themselves or others at risk, staff within Rowhill have the right to use reasonable force as per national guidance. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

In these incidents we follow Hampshire's Physical Intervention Policy, which can be found at <https://www.hants.gov.uk/educationandlearning/educationalpsychology/documents>. Staff are trained in Positive Handling Course through Staff Safety Training <http://www.staffsafetytraining.co.uk/>

Staff must inform the DSL of all incidents. All incidents are recorded by the staff involved (see appendix 4 – Physical Incident/Violent Incident Form), and formally reviewed with pupils and staff and parents will be informed.

Search and Confiscate

As a school, we reserve the right to search and confiscate illegal and prohibited items from a person. In these instances, we will follow the national guidance.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

A member of SLT must be present to conduct the search unless an individual is given responsibility to do so by the headteacher. Two members of staff must conduct the search and where possible, at least one member of staff should be the same gender as the pupil.

If a search is considered high risk, staff will contact the police for assistance.

On completion of the search, a Search and Confiscate form will be completed, and parents will be informed. (*see appendix 5 – Search Record*)

Appendix 1 – Bullying and prejudice-based incident form



Bullying and prejudice-based incident report form

Report form completed by:			
Date of report:			
Time of incident:			
Type of report/incident:			
Bullying	<input type="checkbox"/>	Prejudice-based incident	<input type="checkbox"/>
Both	<input type="checkbox"/>		
Concern raised by:			
Victim	<input type="checkbox"/>	Perpetrator	<input type="checkbox"/>
Third party – staff	<input type="checkbox"/>		
Child/young person	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>
Other	<input type="checkbox"/>		
Where did the incident take place? Tick all that apply.			
Bus	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Park	<input type="checkbox"/>		
Taxi	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Playground	<input type="checkbox"/>		
Toilets/Cloakroom	<input type="checkbox"/>	Locker/changing room	<input type="checkbox"/>
Online/social media	<input type="checkbox"/>		
On the way to/from school	<input type="checkbox"/>	Other (please describe below)	
Other			

Details of reported bullying/incident (please include any derogatory language used):

--

Name and age/year/tutor group of target/s (some incidents may not have a target):

--

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

--

Gender of target: Name and age/year/tutor group of perpetrator/s:

--

Name and age/year/tutor group of perpetrator/s:

--

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

--

Gender of perpetrator:

--

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health	
Ethnicity/race	
Gender identity	
Religion/belief	
Sex	
Sexual orientation	
Pregnancy	
Expressing/supporting extremist views	

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance	
Home circumstances/socio-economic factors	

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying	
Damage to property	
Indirect/social	
Physical Abuse (against staff)	
Physical Abuse (against pupil/student)	
Possession/distribution of offensive materials	
Sexual abuse/harassment (against staff)	
Sexual abuse/harassment (against pupil/student)	

Verbal Abuse (against staff)	
Verbal Abuse (against pupil/student)	

Other (please describe):

Frequency and duration of behaviour:

--

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?	
Does the victim need additional support?	
Is this a repeat victim?	
Is this a repeat perpetrator?	
Are any of the individuals at risk of radicalisation?	

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

--

Appendix 2 – Behaviour Support Form



BEHAVIOUR SUPPORT REFERRAL

Student Name:	
Tutor:	
Subject:	
Intent: (Why are they being referred)	
Implementation: (What would be the best approach? What have you already tried)	
Impact: (What should the outcome be)	
Comments:	
HOD approval	

Appendix 3 – Mantra Points, Purple Cards, and Red Cards on Class Charts

Positive		Negative		SEN		Safeguarding		Notes					
	Mantra Points		Mantra Points		Mantra Points		Mantra Points		Mantra Points		Good Progress		Teamwork
	School Representat...		Respectful Behaviour		Homework		Excellent Presentation		Independent Learning		Reading		Restorative Work
	Attendance		Helping Others		Excellent MAD Time		Other Achievement		Resilience		Twilight Feedback		Over & Above
	Intervention												

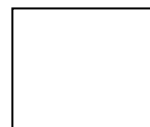
Positive		Negative		SEN		Safeguarding		Notes					
	Non attendance to lesson		Zero Mantra Points		Intervention		Assault on staff/pupil		Deliberate damage to property		Disturbing other lessons		Illegal substance in school
	Intent to hurt other people		Invading personal space		Kicking/slam... doors		Leaving Lesson		Leaving site		Littering		Malicious vandalism
	Misuse of equipment		Online threats/bull...		Outside during lesson (not PE)		Persistent Level 1 & 2 behaviours		Phone/vape seen		Protected characteristi... bullying		Refusal to follow instructions
	Refusal to put phone away		Refusal to work		Spitting		Suspected illegal		Suspected use of illegal		Swearing directly at		Throwing equipment

Appendix 4 – Physical Intervention/ Violent Incident Form

Physical Intervention/ Violent Incident Record Form



Hampshire
County Council



School DCSF No.....Year Group.....

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved.

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g., single elbow, double elbow, wrap, etc.

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently?*

☐

(e.g., did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?*

☐

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before?

Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident?

Yes/No

Does the risk assessment need to be reviewed as a result of this incident?

Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

.....

Was there any medical intervention needed?

Yes/No

Include names of any injured person and brief details of injuries

.....

.....

Please specify any related record forms

Accident Book ☐

Anti Bullying and Racist Incident Record Form

☐

Skin Map ☐

Violent Incident Record ☐

Complaints recorded

☐

Other (please specify)

Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No

Was it taken up? Yes/No

Parents/carers were informed.

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

If further advice is required around any issues related to physical intervention or the completion of this form, please contact Helen Carlow on 01962 876217

Ref 4840910

Appendix 5 – Search Records



Searching and Confiscation Procedure

You may find yourself in a situation where you suspect a student to be in possession of a prohibited item. As a consequence, a search may need to be conducted in order to safeguard the student, other students and or staff. It is important that the following measures are taken. **When searching a student two members of staff must be present.**

In school a DSL should be alerted that a search needs to take place. If they are unavailable alert a member of SLT or a member of the DS Team.

On a school trip the leader of the that trip needs to take responsibility and ensure that the following actions are followed, and a DSL is made aware as soon as possible.

Action	Tick to confirm
The search was led and authorised by a DSL	✓
The search was conducted with a witness present	✓
The authorised person or witness is the same sex as the student being searched	✓
Student emptied their bag	✓
Student emptied pockets	✓
Student removed coat and emptied pockets	✓
Staff member checks empty bag and contents	✓
Staff member checks coat pockets after it has been removed	✓
Student removes shoes	✓
Student runs their finger around the inside of their socks	✓
Staff member checks shoes	✓
Any prohibited items confiscated	
Record made of the search	✓
Copy of the record submitted to Lead DSL	✓

Record of search

Student Name	
Reason for the search	
Date and Time	
Place	
Names of Those present	
Outcomes	
Follow- up action	

Copies to be retained by DSL

Appendix 6 – Addendum to the Behaviour Blueprint: Modifying Behaviour through Operational Clarity

Before sanctions are applied, staff must use the trauma-based strategies to correct the behaviour through discussion to prevent escalation to sanctions.

4 (-4)	Unsafe and dangerous behaviours involving lighters, fire, throwing of furniture, damaging fire equipment with ill intent.	Red Card (-4) suspension and restorative justice, bills sent home and your parent will be called to a meeting. Police involvement if necessary. Repeat dangerous behaviours may result in change of provision through Rowhill School or Local Authority or as a last resort, permanent exclusion.
	Assault on staff and pupils.	Red Card (-4), suspension, your parent will be called to a meeting. Police involvement if necessary. . Repeat dangerous behaviours may result in change of provision through Rowhill School or Local Authority or as a last resort, permanent exclusion
	Illegal substances in school.	Red Card (-4), suspension, and your parent will be called to pick you up and you will be sent home. Police involvement if necessary. Possession of illegal substances may result in change of provision through Rowhill School or Local Authority or as a last resort, permanent exclusion The police information form will be filled in with your details given
	Suspected use of illegal substances before coming into school.	You will be searched, and suspension incurred if substances found. Letter sent home. Your parent will be called to pick you up and will be sent home immediately. The police information form will be filled in with your details given.
	Suspected illegal substances in a pupil's possession.	You will be searched, and suspension incurred if substances found, your parent will be called, and you will be sent home immediately. The police information form will be filled in with your details given.
	No more than one pupil in the toilet	Red card (-4) to all pupils in the toilet and suspension.
	Videos/ photos taken of staff and other pupils without consent.	Red Card (-4), suspension, phone call home to ask your parents to come in to school and search phones and delete any data. Police involvement if necessary. Staff may report as GDPR breach.
	Online threats and bullying leading to in school behaviours.	Red Card (-4) and phone call home. Police involvement if necessary. If persistent, will be a suspension followed by a parent meeting.

	Protected characteristics bullying.	Red Card (-4) and phone call home. Police involvement if necessary. If persistent, will be a suspension followed by a parent meeting.
	Any smoking paraphernalia/ vapes seen or suspected and phone devices/ accessories seen.	Red card (-4) suspension and parents called to notify, vapes confiscated and thrown away.
	Unauthorised entrance to school and unsafe entry (including physical contact, such as barging passed a teacher)	Red Card (-4) suspension, and parents will be called to collect you from school/ transport arranged where relevant and possible.

3 (-3)	Malicious vandalism/ Deliberate damage to property.	Red Card (-3), Parent will receive an invoice, letter sent home, suspension, and parent meeting.
	Intent to hurt (verbal or physical) or hurting other people, including sexual/gender-based harassment	Red Card (-3), letter sent home, phone call home, risk assess, and your parent asked to pick you up.
	Pupils leaving site.	Reason assessed as follows if you left because of:
		1. Self-Regulation, within sight of staff and returned on request a conversation with behaviour team.
		2. Blatantly left site to go into community/shops/park (-3 Red Cards) and suspension for half a day.
		3. Left site and did not return (-3 Red Cards) and full day suspension.
	No-attendance to lesson.	Red Card (-3)
	Child on Child unkindness/ bullying —staff require to add a note	Bullying to be recorded and identified on CPOMS
	Persistent Level 1 and 2 behaviours based on cumulative points. -7 Red Cards will result in a reflection session. - 4 red cards for RHP will result in a reflection session	Behaviour reflection. If 2 reflection sessions missed = Parent will be called to attend meeting.

	Any Persistent level 1 behaviours	
	Outside during lesson (not P.E. or other timetabled sessions).	Red Cards (-2) from Behaviour team.
2 (-2)	Misuse of equipment	Warning & Red Cards (-2)
	Throwing furniture and equipment.	Warning & Red Cards (-2)
	Invading personal space / no touching policy.	Warning & Red Cards (-2)
	Kicking / slamming doors.	Warning & Red Cards (-2)
	Swearing (verbal abuse) directly at others. staff require to add a note	Red Card (-2) and phone call home from Tutors
	Littering.	Red Card (-2)
	Leaving lesson	Red card (-1)
	Disturbing other lessons	Red card (-1)
	E.g., banging display boards, interrupting the teacher, minor misuse of school equipment.	
	Child on Child unkindness—staff require to add a note	Education & conversation with tutor.
	Low level disruption	Reminder of Red Cards
	Swearing in conversation	Initial reminder & discussion
	Refusal to work	Initial reminder & discussion and red card (-1) to catch up work in their time + will not get mantra point (-1)
1 (-1)	Refusal to follow instructions	Warning, Red card (-1), escalated to level 2 if needed
	Spitting	Red card (-1)

Appendix 7 – Arrival to School Flow Chart

